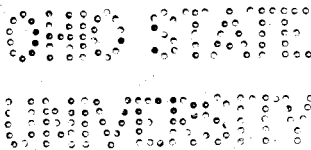


EDUCATION BY RADIO
IN THE FIELD OF HOME RECREATION

A Thesis Presented for the
Degree of Master of Arts

by

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THE OHIO STATE UNIVERSITY

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Approved by:

A handwritten signature in cursive script, reading "Gladys D. Palmer", with a long, sweeping underline.

DEDICATION

To a man for whom the
happiness of others was the supreme goal

MY FATHER

ACKNOWLEDGEMENT

The writer wishes to thank Dr. William H. Ewing, program supervisor of Station WOSU, Ohio State University, for his continued encouragement and guidance, and his belief that the idea had merit. Also, Miss Gladys E. Palmer, Chairman of the Womens Division of Physical Education at Ohio State University for her scholarly directorship in the advisory capacity.

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INTRODUCTION

The purpose of this study is to provide a radio program of recreation for the family in its home.

The absence of previous work in this field has been the stimulus for a venture of this kind.

The lack of programs such as these, coupled with the increasing social need of the family for home recreation, provided impetus for immediate action.

Many studies have been made concerning the recreation tendencies and needs of adults. Of major importance are those being made constantly under the auspices of the National Recreation Association. Physical education teachers and recreation workers are attempting at all times to improve leisure-time facilities for children. Radio schools of the air provide comprehensive programs for both adults and children.

This study proposes to provide something new in radio broadcasting by combining recreation for both adults and children that may be enjoyed by them in their family group at home.

The work is divided into five sections:

1. Recreation - its Beginnings and Development;
2. Recreation - its effect on the family group;
3. Radio and its use in education;
4. Radio and its use in recreation for the family

group;

5. Summary and Conclusion.

Part 1 includes the history of recreation, its definitions, and its progress up to the present time.

Part 2 tells of the influence of recreation on the family group with special reference to making the most of leisure-time hours for both adults and children.

Part 3 includes a brief history of radio and the dates of its ultimate use as an educational tool with samples of factually successful educational programs for both adults and children.

Part 4 includes samples of scripts which have been determined adequate tools for home recreation programs by radio authorities from the Ohio State University Radio Station WOSU. The programs were written for use on that station.

Part 5 includes the reaction of various groups in the field of radio toward the sample scripts.

CHAPTER ONE

RECREATION - ITS BEGINNINGS AND DEVELOPMENT

"Recreation has become so securely entrenched habits and folkways of the people that it is a dominating force affecting the whole range of their activities." ----- Jesse F. Steiner

This quotation from Steiner takes on a very interesting meaning as a researcher in the field of recreation delves into the past to discover how and why recreation became such a dominating force.

Before long the researcher finds that there are many meanings of the word recreation and it becomes necessary to pause and clarify interpretations.

Martin S. Neumeyer says,

"Traditionally play was thought of as the happy activity of children, but during recent years it has been given a wider connotation including certain adult pursuits, as well as childhood activity. Originally recreation was regarded as an adult diversion having a re-creation quality renewing body and mind. Recently, however, the concept "recreation" has been more widely interpreted to include the play life of children as well as the re-creative activities of adults." ¹

Webster's definition of recreation is "refreshment after toil" or "amusement".

After careful study of the many definitions of the word "Recreation" it was decided that for the purpose of this work Neumeyer's definition would provide the range desired.

It provides a very broad meaning of recreation

(1) Martin S. Neumeyer, Leisure and Recreation, New York: A. S. Barnes and Co., 1936, pp 6-7.

and includes the many types of activities which are participated in for their own sake and not for any reward or goal beyond themselves. It is just those activities a person is interested in and receives immediate satisfaction in the doing.

Most writers about the history of recreation bring out the fact that, as such, "recreation" was unknown among our primitive people. That is not hard to understand. The primitives were too busy with the occupations connected with making a living. What were these occupations? Oddly enough the very things the person living in the 20th century does for recreation, hunting, fishing, swimming, dancing, and wrestling.

The next indication of any play or recreation to be found in the pages of history is that of ancient Greece. The Greeks used various forms of athletic prowess to prepare young manhood for military service.

During the Roman Empire we find that athletics became more of a spectator activity than one to be indulged in by just anyone.

Following the decline of the Roman Empire came that period known as the Dark Ages. During this time any activity for pleasure was denounced because of the belief among certain religious groups that denial of all pleasure would make for a better life after death. This feeling continued until the period of the

Renaissance when various recreational activities were revived; namely music, painting, sports and the dance.

In America, our earliest settlers found enough difficulty in staying alive to find much time for play and recreation. There was food to be found, woods to be cut, ground to be tilled, and as far as fighting, there were Indians to subdue. However, that same old American spirit prevailing, they soon learned to make sport of the very things that meant their livelihood. They raced their horses for prizes, they husked their corn for prizes, they took pride in the speed in which they could raise their barns. The women vied with each other to make the prettiest quilt or turn the prettiest and most tasty ham.

Eventually, as the settlers began to acquire a few surpluses in the way of earthly living they had more time to give to such things as sociables and parties. The men played cards, drank, gambled and as usual spent more time hunting.

In the early 19th century some headway was made in the development of recreational facilities and in the organization of clubs interested in the promotion of sports. They were more beginnings by small groups of people and were not securely established. Recreational activities were tolerated rather than encouraged during this period. Summer resorts were constructed along the

Jersey shore and became popular among the wealthy residents of the eastern cities. Saratoga Springs, N. Y. and White Sulphur Springs, Va., were fashionable before 1825. As early as 1830 the Cincinnati Angling Club was organized and other fishing clubs followed about the middle of the century. Boat clubs and rowing associations became common during the forties and fifties. The Knickerbocker Baseball Club was established in New York in 1845 and ice skating and professional foot races were common during the first half of the century. These are a few examples to indicate the rising tide of sports and amusement as the century advanced.

It was not until the decades following the Civil War that popular interest in recreation began to develop in a wide spread manner. The Union troops had played baseball extensively and after demobilization they formed amateur teams in many cities. Croquet was brought to America from England in the sixties and is of special significance since it was one of the first outdoor games freely participated in by both men and women. Outing and hiking clubs enjoyed a wide vogue during the eighties and nineties.

This century was a period of beginnings characterized by the gradual breakdown of traditional prejudices against play and amusements. The foundations of the modern recreational program were broadly and effectively

laid during this period. The chief interest of the populace was from the spectator viewpoint of professional activities rather than active participation in the games. The stage was set for the expansion of recreation among the mass of people, but the advance did not take place until the opening of the 20th century.

The development of modern recreation has gone along with the rise of industry and the growth of cities. The expansion of recreation has been a large city movement. Increasingly large numbers of people accustomed to out-of-door life were forced to work in factories and to live in crowded, urban districts. With their work speeded up by machinery and their hours of labor measured by a time-clock, there was no opportunity to mingle pleasure with work as had been possible in rural areas. The traditional amusements for rural people became inadequate and unsatisfying for the large number of people caught in the business and the industrial world.

The demand for shorter working hours, annual vacations, increased efficiency of machinery, and modern inventions, have opened up the new world of leisure that has developed modern recreation. People have turned to recreational activities as an important part of their day.

Closely associated with expanding leisure is the large purchasing power of the American public. This

purchasing power is apparent from the extraordinary consumption of commodities formerly beyond the means of all except the higher income groups.

This new scale of living is indicated by the fact that there is a trend away from the simple pleasures to activities that require a considerable outlay for facilities and equipment.

The modern recreation movement began to go forward when play was recognized as a means of healthful living rather than a form of idleness. A new era was opened when the government accepted responsibility for the provision of public recreation facilities. Of special significance was the willingness of the public schools to include, as one of its functions, the training of children in a program for the wise use of their leisure time.

The findings of the medical examinations in the Selective Service Act of World War I were responsible for the idea that adults as well as children needed suitable facilities for games and sports.

"The Act called to service all males between twenty-one and thirty-one years of age. It selected about 60 per cent".¹

These results led to the conclusion that a development of an outdoor sports program would be an aid toward

(1) Jesse Feiring Williams, The Principles of Physical Education, Philadelphia and London: W. B. Saunders Company, 1938, p. 43.

overcoming the disadvantages of urban life.

More recently the right of women to participate in games has been recognized, making necessary further expansion of recreational facilities. It has now become "socially acceptable for women to actively engage in many activities previously considered to be for men only". Bowling is one of the best examples of this fact.

Today, indoor home recreation claims a large amount of leisure time with reading, card-playing, and the radio being important factors. Reading is the number one leisure-time activity in this country. In spite of the recent progress in public and private recreation most people still depend largely on some form of commercial amusement for diversion. Motion pictures, dance halls, road houses, pool-rooms, and even less acceptable types of amusement, still flourish.

HOME

The Place where Mother was when you came home.

The Place where you read out loud together.

The Place where the children played.

The Place which became a part of the children.

The Place where outdoors the birds build their nests.

The Place where you have prayed at many alters.

The Place not too good for daily living.

A yard that was meant for constant use.

A garden to put one's hands in, with good rich dirt
for digging.

The place where there are always a thousand and one
inviting things to be done.

The Place where there is much of comradeship.

The Place where there is little of strife.

The Place where each person can be himself.

The Place where one really lives.

We call it home,

A bit of heaven, of the eternal, here and now.

The Place from which one goes out.

The Place to which one returns.

CHAPTER TWO

RECREATION - HOW IT AFFECTS THE FAMILY GROUP

Chapter One has revealed the fact that although public recreational facilities have been increased throughout the United States since 1872 when municipal funds were used for the first time for recreational purposes, there still are a great number of people who rely on some form of commercial amusement for their recreation.

By commercial amusement is meant enterprises operated primarily for profit in the field of leisure. These include: motion pictures, legitimate theaters, dance halls, bowling centers, swimming pools, pool rooms, professional athletics and commercialism in amateur athletics, amusement parks, circuses, fairs and expositions. Radio, phonograph, telephone and television must also be mentioned because of their bearing and influence on the family. The automobile and railroad are other vital factors in the recreation of the family group.

How do motion pictures affect the family? "The weekly attendance in the United States during 1940 was between 80,000,000 and 85,000,000 persons. The unofficial box office returns in this country were \$1,000,000,000." ¹

(1) W. C. Batchelor, Public and Commercial Enterprises in the Field of Leisure, Ann Arbor, Michigan: Edwards Brothers, Inc., 1946, p. 88.

People of all ages saw these movies, they laughed, cried, loved, hated, in fact experienced the whole range of human emotions. Is that an influence on the family group? The influence of movies on children, at least, has been widely discussed. Here is one of the more favored opinions made through observation:

"The influence of movies upon a particular person or group is directly related to the previous set of attitudes and values of the larger group. Children who live in disorganized neighborhoods and communities are, on the whole, most susceptible to the adverse influence of the movies. Delinquency is encouraged rather than specifically generated by the motion picture. In areas in which such traditional methods of social control as the family, the church, and the school are firmly established, the movies apparently do but slight harm to the adolescent." ¹

It is suggested here, then that recreation in the form of motion pictures affects the family group only as its discriminating attitudes vary.

Commercial amusements tend to draw the members of the family out of their home and for the most part, with the exception of bowling, swimming and dancing, the recreation becomes "pay to watch".

Municipal recreation has attempted to provide entertainment that will give the most number of people actual participation without cost to them. Activities have been chosen that will appeal to a wide range of interest.

(1) Mabel Elliott and Francis E. Merrill, Social Disorganization, New York and London: Harper Brothers, 1934, p. 645.

1944 statistics on municipal recreation reveal the following number of facilities throughout the United

States: "Outdoor playgrounds, 10,022; Recreation centers, 4,536; Play streets, 298; Athletic fields, 875; Baseball diamonds, 3,846; Bathing beaches, 548; Golf courses, 409; Handball courts, 1,983; Ice-skating areas, 2,968; Ski jumps, 116; Softball diamonds, 8,995; Stadiums, 244; Swimming pools, 1,447; Tennis courts, 11,617; Toboggan slides, 301; and Wading pools, 1,545. The expenditures for public recreation amounted to \$38,790,623." ¹

The figures, of course, do not tell where these facilities are located, how many there are to any one state or city, how many there are in rural areas or how pleasing they would be for relaxation. Other factors such as family income, working hours, transportation to the recreational facilities, and climatic conditions must be considered.

Public recreation authorities are well aware of their limitations in reaching large numbers of the American people with their programs. This is largely due to lack of necessary financial support for leadership and facilities from the various communities. People in the rural areas particularly have difficulty in obtaining organized recreation. While they do have the advantage of the natural resources to be found in and around their own homes there is usually a lack of trained leadership due to financial reasons. The school and church take on an increased importance in

(1) W. C. Batchelor, op. cit., p. 97.

these areas as providing community recreation outlets. Isolation and inaccessibility to recreational facilities also increases the importance of family recreation in the home.

The idea of trying to keep the family group together in its recreational activities has manifested itself in several communities. The thought back of this is that the increase in juvenile delinquency is caused partly by the breakdown of family groupings. The Department of Parks and Recreation in Marquette, Michigan has sponsored a one night a month "Family night". Places of amusement and refreshment in that city admit only family groups. The program is a little too new at the present time to determine adequately the results. However, the recreation officials have been able to study the types of activities the families enjoy. Some go to the movies; some go skating or skiing; some stay at home and play games; and some just read. Lists of games and other activities are listed in the daily paper by the Department of Parks and Recreation before these "Family nights" so that the family group may plan its entertainment.

Another type of venture along this line has come to light in Houston, Texas. The North Side Community has a "Fun Night". A nursery keeps the babies comfortable throughout the evening while the members of the family

play games, sing, attend handicraft classes and dance.

These are small beginnings, but at least they are beginnings in the direction of restoring family groupings and lessening juvenile delinquency.

At this point it becomes necessary to define a family. "A family is a group of interacting persons united by blood, marriage or adoption, constituting a household, carrying on a common culture and performing its characteristic functions." ¹

The rapid increase in the divorce rate in the United States has been an indication of the breakdown of the family. "The divorce rate grew from 28 per 100,000 population in 1870 to an estimated 193 per 100,000 population in 1937. At the present time statistics show one divorce for every six marriages." ²

Inspector R. T. Harbo who is assistant to J. Edgar Hoover, Director of the Federal Bureau of Investigation states that:

We all know that the causes of crime are multitudinous, but let's devote just a moment's consideration to the question: What are the causes for the present upswing in juvenile delinquency and crime? The following is a summarization of the reasons given recently by a number of police chiefs, juvenile court judges and probation officers. First, the breakdown of family ties and other domestic troubles; second, adults working regular hours with children not receiving needed home supervision; third, many juveniles are employed.

(1) National Education Association, The American Family, 1942, p. 12.

(2) National Education Association, op. cit., p. 9.

They are earning more money than they have been accustomed to or probably ever hoped for at this stage of their lives, and as a result they are doing more drinking and running around late at night. Fourth, numerous gangs of juveniles have been formed; engaged too frequently in unwholesome activities. And fifth, the general laxity on the part of adults makes a great difference.

What are the specific reasons given by youth themselves? We find they fall into two main categories: First, the lack of adequate wholesome recreation facilities and opportunities; second, the non-observance and non-enforcement of laws on the part of adults. ¹

Our research seems to leave us with the following conclusions: commercial recreation tends to separate the family as a group with the members going in different directions for their activities; municipal recreation strives to provide wholesome activity for every member of the family but fails in many respects because of lack of facilities, able leadership and finances. The automobile, while making outside recreation more accessible, has also been a factor in lessening the home and its environs as a source of leisure activities. The growing movement on the part of recreation departments to set aside monthly community nights in an effort to give the family groups an opportunity to participate together in recreation. We have found wide-spread thought throughout the United States that the responsibility for the increase in juvenile delinquency lies with the laxity of family controls.

(1) R. T. Harbo, "Recreation Has a Job to Do." Recreation, July, 1944, pp. 201-204.

The family group will have to have a great deal of help in overcoming the evils now facing it. The school, the church, character-building institutions, social-work agencies, child-guidance clinics and marriage counseling services must all give assistance.

A recreational program in the home, in the school, in the church, and in public areas financed by public funds will do a lot toward finding stabilization for the individuals in the family.

CHAPTER THREE

RADIO AND ITS USE IN EDUCATION

In 1864, James Clark Maxwell, a Scot, found that light, heat and magnetic waves of varying frequency travel through the ether; In 1886 Heinrich Hertz, a German, produced and identified these waves. These two scientists did not live to see the tremendous influence their discovery was to have on the world. In 1896 Guglielmo Marconi, Italian, utilized the scientific work and devices of Hertz and became the "Father of Radio". Improvement followed improvement, and

"in 1919 Dr. Frank Conrad, Westinghouse engineer, broadcast phonograph records over his amateur radio set for the enjoyment of other amateur listeners. The Westinghouse Company decided to build a station and conduct broadcasting for the prestige and publicity it would bring their company. On November 2, 1920 the first publicly announced broadcast was given from station KDKA, Pittsburgh. The program consisted of press bulletins on the days balloting in the presidential election. This was the beginning of the commercial use of radio for entertainment. In a short time hundreds of stations were on the air. In ten years 40% of the families in the United States owned radios." ¹

The Ohio School of the Air was organized by the Ohio State Department of Education in the fall of 1928. This was the first experiment in the use of radio in the public schools of the United States to win adequate financial support from a state government. Previous experiments, however, had taken

(1) W. C. Batchelor, Public and Commercial Enterprises in the Field of Leisure, Ann Arbor, Michigan. Edwards Brothers, Inc., 1946, p. 8.

place by educators who could see the powers of this new educational tool. Between the years of 1920 and 1928 many colleges, high schools and public schools were experimenting with educational broadcasts with varying success.

The Radio Education Conference, held in the Department of the Interior on May 24, 1929, was opened by the following remarks from Secretary Wilbur:

"Practically all education is based upon an attack upon the brain through the various sense organs. The eye and the ear are the ones ordinarily used. Visual education has been largely built up around the invention of printing. The school-room though has always had a large place in it for education through the ear, auditory education. We classify some of our students as eye-minded and others as ear-minded because of their training. Through the ear are derived many of the pleasantest of all human sensations, such as those associated with music. Into this field of auditory education within the last few years has come an entirely new force, the radio. It has given practically continent-wide range to the human voice and to the musical instrument. It makes it possible to use the ear for enjoyment or education either in the home, the public hall, or in the school-room. Here, as in the beginning of other things, there is a lag where the older method holds back the installation of the new. It seems inevitable that great use must be found for the radio in our public educational system. The lecturer has always had a strong place. Now when it is possible for the most expert lecturers to be chosen and to have their audiences in many halls, homes and school-rooms, instead of in one hall, we sense the beginning of a new era." ¹

As with any other educational tool certain procedures must be followed in order to arrive at the most

(1) Armstrong Perry, Radio in Education, New York: The Payne Fund, October 1929, p. 65.

successful conclusion. The Ohio School of the Air has spent much time evaluating its educational programs throughout the past few years. "At the close of the 1933-34 school year annual report forms were sent to 475 superintendents, principals and teachers subscribing to the Ohio School of the Air Courier."¹ The questions asked were such things as: number of pupils listening; evaluation of features; nature of class preparation for broadcasts; and suggestions for improving the programs. 270 of the reports were returned and use of the Ohio School of the Air programs was reported in 182 cases. Reports of listening were received in 160 elementary schools, 37 junior high schools and 65 high schools. In the primary grades the features were rated by the teachers as follows: 1. Story plays and Rhythmics; 2. Story dramas; 3. Learn to sing; 4. Stories. In the intermediate grades the features were rated as follows: 1. Geography; 2. Art Appreciation; 3. History Dramalogs; 4. Safety; 5. Inventors and Inventions; 6. Nature; 7. Touring America by Plane; 8. Health. In the high school grades they were rated as follows: 1. Modern Problems; 2. Civil Government; 3. Literature; 4. Current Events.

(1) Reichelderfer, Roy. Annual Report, Ohio School of the Air, Columbus, Ohio: State Department of Education, 1933-1934. p. 1.

In a WOSU program bulletin dated September, 1945, Margaret Carey Tyler, Supervisor of the Ohio School of the Air writes to the Teachers of Ohio:

This year the Ohio School of the Air begins its seventeenth year of school broadcasting. Once more we are broadcasting in the hope that we can really serve the teachers and school children of our state. We have arranged a group of programs, some new and some continuations of old series that in our estimation seem best to meet classroom needs.

There is a balance between primary and intermediate programs. There is likewise a balance between drama, narrative, and discussion. These broadcasts are planned under the direct supervision of the Radio Committee of the College of Education. These educational experts are a guarantee that the broadcasts are based on the best educational methods.

Each year, from thousands of letters from teachers, we feel that the School of the Air broadcasts are used more and more. It is our hope that teachers will do more than merely listen to the broadcasts. If these programs are to be meaningful experiences for the children there must be some post-broadcast discussion. We are eager to know to what extent the programs stimulate such discussion. Won't you as teachers, let us know to what extent we have been successful in serving your needs? We will welcome criticism both as to the content and the production of each and every broadcast. We want to know what the pupils themselves like or dislike in certain broadcasts. We need your constructive criticism. It is our best method of improving our broadcasts.

We wish all teachers and students a year of pleasant and profitable radio listening.

Radio in the school makes a valuable additional teaching aid, but it appears to have other important

contributions to make to the school children. It is generally a recognized fact that children listen to the radio in their homes. The programs they listen to are not always written for their particular age level. As a result the children absorb material which is not creative.

"Teachers frequently are not aware of the extent to which the child's home listening is entirely unsupervised. Studies indicate that a large amount of child listening is done alone or with friends rather than as a family activity. This implies not only that parents do not help in the choice of programs, but also that the child has little opportunity to discuss his radio experiences with more mature persons. Such discussions can aid greatly in the development of better taste. Since there is a little opportunity at home, the school can well afford to set aside at least one period a week for the children to discuss their favorite programs under the guidance of an understanding teacher." ¹

"An important, and not always recognized accompaniment of increased discrimination in children's selection of radio programs is its effect upon adult listening. We have long been aware of the fact that any family which has a child in school is also participating in the educative process. Not only are the parents aiding (or sometimes hindering) the school in achieving its objectives with the child, but they are also the indirect recipients of a certain amount of the information and experiences which the child is receiving. A portion of our health instruction, correct language usage, and stressing of good manners is carried back to the home. And since radio is so often a family activity, increases discrimination on the part of our students will result in better and more enjoyable radio programs for everyone in the family." ²

Discriminating adults have a vast field of listening pleasure in store for them in many subjects. News

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- (1) Educational Method, Dept. of Supervisors and Directors of Instruction of the NEA of the U.S., 1939, P.24
 - (2) As above - 1934, p. 24.

reporting, science, literature, music and round-table programs such as the NBC networks America's Town Meeting of the Air, have become very popular in education by radio.

Government censorship of radio programs might be desirable in eliminating "waste products" from the airways, but in the meantime attitudes and cultural choices may be guided by the schools of the air.

"Listening to the radio seems to be the outstanding form of leisure activity today. With 912 standard broadcasting stations and over 57,000,000 receivers in the United States alone, the American public turns to the radio for entertainment, news and enlightenment. All the most popular individual programs stress entertainment." ¹

(1) Martin H. Neumeyer, "Wartime Trends in Recreation," Recreation, January 1945, pp. 532-533.

CHAPTER FOUR

RADIO - ITS USE IN RECREATION FOR THE FAMILY GROUP

"Today, recreation is a matter of more than park space and playground equipment, it is participation in group enjoyment and group activity, development of handicrafts and hobbies, community enterprises, dancing, organized athletic events."

----- J. W. Stoker

In view of the information in the previous chapters we find that popular piece of mechanism, the radio, in the foreground as the chief source of leisure time activity in the home.

The radio has much to offer for leisure-time recreation, such as music, quiz shows, comedy or variety programs. However, programs of games and stunts in which the whole family can participate actively have not been attempted. The scripts included in this chapter propose just such recreation.

The radio has been used however, in various cities by Recreation Departments in the following fashion:

It is probably safe to assume that the main purpose of a broadcast on recreation or by a recreation department will be to win friends and influence people. You can make them aware of your program by telling on the air all about it, its why, its how, its where and when and who, or you can make them aware of your program by using radio to give them something, by a service of some kind to the adults or the children of the community. Both kinds are going over the air from recreation departments, both kinds have value.

Some of the programs now being used successfully are described here.

Programs of Information - Informational programs are usually cast in the form of news

bulletins. They are factual and "advertise" the department and its work directly.

1. Chicago, Illinois - Saturday afternoons from 1:45 - 2:00, WBBM, "G I Joe Remembers". This is a series of dramatizations based on letters from servicemen overseas. Each program in the series deals with the things some member of the armed forces delights to remember about Chicago parks and the things he is looking forward to there when peace shall bring him home again.
2. Los Angeles, California - Department of Playgrounds and Recreation participates now and then on KFI in a series called "This is My Country". "This is My Country" uses imaginative stories based on fact and cast in dramatic form to tell of the work being done by many civic groups in the Community.
3. Kingston, N. C. - The director of recreation of Kingston spends 15 minutes a week broadcasting recreation news bulletins and interviewing children on their experiences at playgrounds and recreation centers.
4. Tucson, Arizona - Tucson had at one time (1944) three recreation department programs on the air. One of them filled 15 minutes with news about recreation on both the local and the national interest levels.
5. Binghamton, New York - The supervisor of social recreation for the Municipal Recreation Commission goes on the air each Tuesday at 4:30 P.M. with a program of news items and children's songs called "Play's the Thing".

Service Programs - Service programs are less obviously and directly aimed to disseminate information about the recreation program in the community.

1. Raleigh, N. C. - From August until middle of November dramatization of fairy stories were given on the air three times each week. Beginning November 13, the separate fairy stories were replaced by a serial. A second different type program was co-sponsored by the Department

of Parks and Recreation and Station WRAL and was a daily feature. Sixty-four boys under sixteen registered to be auditioned for the job of junior sports announcer. The duties of the announcer were to give the schedule and results of softball games, report on activities at the playgrounds and announce special events.

2. Chicago, Illinois - Park Playhouse is on the air over WGN at 8:30 P.M. It is a highly developed program in dramatic form professionally constructed from script writing to plans for promoting a listening audience. Its purpose is to dramatize recreation through interesting and telling scripts about the lives of such people as Betty Robinson, who overcame the handicaps of a knee broken in her college days and made the Olympic Team.
3. Los Angeles, California - "The American Story-book" is sponsored by the Department of Recreation. It is written and narrated by a recreation director of the department who has had years of experience in handling story material for children. "The American Story-book" is presented weekly at 10:30 Saturday morning and lasts for 15 minutes.
4. Louisville, Kentucky - Louisville's radio story was a program that came out of necessity. When the polio epidemic forced many youngsters to stay away from playgrounds and other places where children are wont to congregate, the Recreation Department planned to transfer their story-telling hour to the radio, thus contributing to the entertainment of house or yard-bound boys and girls.
5. Tucson, Arizona - A group of amateur players has been developed under the aegis of recreation leaders in Tucson. This group presents each week a popular modern play which has been re-written for radio.
6. San Francisco, California - Each Sunday at 12:30 P.M. four teen-age youngsters take part in the Youth Forum over KFRC. Each of the boys and girls does his own research and expresses his own views on a subject of current interest which

has been assigned by the forum's moderator several days in advance." ¹

The preceding examples of existing radio recreation programs show to some extent the part radio has played in the past years in bringing some forms of recreation to the American family. None of these programs, however, is a program of active participation by the listeners themselves.

The scripts that follow call for active participation by the radio audience in its own home. They are scripts for a fifteen minute program on the air. They have been written over many times to reach the quality and timing demanded by radio authorities.

In the preparation of these scripts many handicaps presented themselves. Keeping in mind that the purpose of the programs was to entertain the family in its home, the prime factor was to choose a radio time which would find the most members of the most families at home. The period from 6 - 8 P.M. is generally considered the best for family listening. The handicap comes here because these times have been taken by other older and established programs. However, if one cannot secure the program time one wants, it is necessary to accept the time which is available, and to make the program itself flexible enough to adjust to the hour. There is always

(1) Anne I. Faulkner, Patterns for Publicity in Radio, National Recreation Association, March, 1945, pp. 647-649.

the chance that the program will become important enough to obtain the time desired.

Program content was the next problem to be met. The stunts and games were chosen that could be played by groups of all ages, with a limited amount of equipment in a limited amount of space. The scripts presented here were prepared for winter listening in the living room. These are definitely service programs designed to help the listeners have fun and recreation. With this prime thought in mind the range of program content widens. It then becomes possible to prepare the programs by seasonability. In the winter, games and stunts, tips on hobbies, suggestions for good reading and party suggestions may all be included in the programs. The spring is an ideal time to tell the family group how to fix up the backyard for summertime leisure and how to make equipment for the many games that a backyard may encompass. As a service program, it may also answer the many questions listeners might have regarding rules of games and how to play them. In fact, any questions about recreation could be answered either during the program or by mail.

The mechanics of the script writing must be mentioned, because whatever the content of the program is to be, each item must be timed to the second. In the preparation of the two programs that follow certain

things had to be considered. Active participation was the desired result, so the stunts and games were explained first slowly and then a musical interlude was given to enable the listeners to perform the stunt. The scripts that follow were tested before four groups of people before the length of the musical interlude was decided upon. When certain household items must be used throughout the course of the program, it might be well to indicate these items at the beginning of the program so they will be ready when they are needed. It was also found in the course of testing these scripts that the program could not be too filled with games. One or two stunts and as many games carefully explained and carefully timed were found to be better than several which were too detailed and which contained too many rules. Simplicity in selection of material proved to be the guiding factor.

Another very important factor in the mechanics of the script writing was the selection of the music for the interludes. For example, the music for the game "Gossip" had to be rather soft and had to contain no singing. It was found in testing that singing in the musical interlude distracted the players who were trying to concentrate on the words being told them. In the case of the combative stunts, rather noisy and martial music was found to be stimulating.

Annc. FAMILY FUN AT HOME

Music: Little Gray Home in the West. (30 seconds)

Annc. Here it is, boys and girls, fathers and mothers. A new program designed to give you wholesome and stimulating recreational activities in and around your own home. Now let me introduce to you a young woman who will guide you to some real fun throughout the next few weeks. Mrs. Eaton.

Mrs. E. Thank you Miss James. Hello, family. Pull up your chairs and I will tell you of some fun we are going to have together for the next few weeks. We have called this new program Family Fun at Home and it will be just that. There will be games and other forms of recreation that every member of the family will be able to enjoy right there in the living room. Yes, I mean Dad and Mother, young Sue and almost grown-up brother Bill. If your family circle is not as complete as that, invite your friends. The more the merrier.

Here we go for the first game. It is called "gossip". Dad, whisper a short sentence to whomever is sitting on your right. If it is Sue, she in turn whispers that sentence to Mother but just a bit faster. Mother then whispers the same sen-

tence to Bill. Bill then tells Dad what he heard from Mother or whoever was the last player to whisper the sentence to him. The chances are most good that the words in the sentence that Bill told Dad were anything but what Dad had originally started. That is where the laugh comes in. It is fun to use catchy sentences. Here is a little musical interlude while you go through that little game.

Music: Little White Lies. (30 seconds)

That game of "gossip" may be used with any number of people of course and the more people you have playing the game the more mixed up those sentences become.

This next game is rather combative and must be done out of your chairs and up on your feet. So push those chairs out of the way and prepare to see just how strong or weak you may be. In this game it is necessary to have a partner who is more or less your own size. Sex does not necessarily count. Are you on your feet facing your partner? First, grasp right hands. How do you do? Now brace your right feet against each other with the outer edges touching. The left foot must be well to the rear to give a firm stance. The object of this particular

activity is to throw your opponent off balance. Whichever one of you moves the left foot or touches the floor with any part of the body except the feet is the loser. I would like to see what happens but, of course, I'll never know who won. Let's have just a few strains of music please while the folks try this stunt.

Music: Stompin' at the Savoy. (1 minute and one-half)

Perhaps it would be well for someone who didn't have a partner to count 1-2-3 for the contestants we don't give any handicaps in this game.

After all of that exertion here is something rather easy that you can do while the chairs are still out of the way. We will pause a moment while someone gets a deck of cards and a waste basket.

Music: Stompin' at the Savoy. (10 seconds)

All set? This is a game of skill. Place the wastebasket in the center of the room. Each player takes his place a distance of about five feet from the wastebasket. The object is for each contestant to throw the cards into the wastebasket. The person who hits the basket the most times wins the game. Now here is where the size of your group must decide how many cards you are going to throw. If you decide to have the whole group throw the complete deck at each turn, perhaps you had better

draw up those chairs about five feet away from the wastebasket. Supposing though just for now each member of the group takes just five cards and in turn tried to hit the basket. Some soft soothing music please.

Music: Smoke Gets in your Eyes. (1 minute)

Thank you. Well, family how did the card-throwing come out? If, in the course of the evening, you find that you are all hitting the basket too often, break the monotony and move the basket ten feet away from each contestant. Oh, I almost forgot something very important. It is absolutely necessary for each player to pick up his own cards that failed to hit the basket. Why? It's good exercise.

It is time now for something a bit more strenuous. I must prepare you for this. This has to be done on the floor. I mean on your backs! Here it is! Lie on your backs on the floor with your heads in opposite directions. All set? Your bodies should be close together and near arms locked at the elbows. At the count of one, each player lifts his leg nearest the opponent to a vertical position. On the count of two he brings it back to the floor. On the count of three he again lifts his leg, hooks his opponent's leg near the foot with his

heel and attempts to roll him over backward. That is the point of the stunt, to roll your opponent over backward. Shall we try it? I will count for you. One - legs are in the air. Two - legs are back on the floor. Three - legs up, hooked over the ankle and psui !

How did that go? Well family I see the time is growing short, but there is just one little thought I would like to leave with you, just this. Home is where the heart is, but everyone in the home must have his heart in it. Good night !

Annc. You have just been listening to the Family Fun at Home program which is brought to you by station WOSU. You may address all questions concerning the games on this program to the Family Fun at Home program in care of WOSU. Listen in next week for more games for the whole family. This is your University Station, Ohio State University, Columbus 10, Ohio.

Sound: Fade-out theme song. Little Gray Home in the West.

Annc. FAMILY FUN AT HOME

Music: Little Gray Home in the West. (30 seconds)

Annc. Here it is again, boys and girls, fathers and mothers. This program of recreation for all of you right in your own home. Now, here is Mrs. Eaton to give you another lively fifteen minutes of entertainment.

Mrs. E. Hello family, hope you all are feeling up to par this evening because we are going to keep you busy. First, let's see how skillfull you can be tonight. We will have a brief musical pause while someone finds a milk bottle and several clothespins.

Music: Lullaby of Old Broadway. (1 minute)

Now for the set-up. Place a straight chair in the middle of the room. Have the player kneel on the chair, facing the back of the chair. Place the milk bottle on the floor at the back of the chair. Now the object is to drop the clothespins into the bottle from that position. As always, the group must decide how many clothespins shall be used per player and the score of each player is the number of clothespins entering that small neck of the milk bottle. Shall we try it? We will need about one minute to get the idea. Music please.

Music: My Heart Stood Still. (1 minute)

How many potential basketball stars have you found by now? That same game can be given a good variation by dropping rubber jar tops on the milk bottle. We call that ring the bottle, and it can't be the source of a lot of amusement.

While someone collects some brooms, mops, canes or sticks, I will give you a game requiring the use of the intellect. No materials are needed for this. Just the brainwork. This is it. The game is called "Cities". The first player names a city, for example Dad says "Los Angeles", the next player must name a city beginning with the last letter of the city previously given. That would be "S" in this case, so Mom might say "Syracuse", that would make "E" the next letter. Bill could say "El Paso", and that would make the city for Sue begin with the letter "O". Omaha would fit in there just fine and so the game is going fine. Each city has to be named before the count of ten or the player is eliminated. The winner is the one who stays in the game the longest. This is a fine game for teaching geography to the young people. Any number of people can play the game and other items may be substituted for cities, such as: groceries, vegetables, household goods, or, well, just about anything you like. Want to try it?

Music: Londonderry Air. (1 minute)

Did you get mixed up or did everything go fine? All you have to remember is that the last letter of the word previously used must be the first letter of the next word.

Does the person who went to look for mops and brooms have them collected by now? Here is what we are going to use them for. It is a combative game called stick wrestle. This must be done standing up. Here is how. Players should be matched according to size. Strength should be equal too if you have any way of judging that. Contestants grasp stick with right hand at end, and with left hand inside and close to opponent's right hand. You may find that you have more strength for wrestling if the knuckles of your right hand are down and the knuckles of the left hand up. The object is to wrest the stick from the opponent. If a contestant loses grip with either hand he loses the bout. I suppose most of you have tried this stunt by now, but for the benefit of those who have just located enough sticks, brooms or what have you, I will give the instructions again.

Opponents standing up, grasp the broom with each players right hand at the end of the broom.

Each players left hand must be inside and close to the opponents right hand. Time out for practice.

Music: Parade of the Wooden Soldiers. (1 minute and one-half)

By now, I suppose you have all gone through various degrees of exertion with dire threats to get him the next time. Well, competition is a healthy reaction to all activity.

Now something a bit different. This should get a laugh. We will have a slight pause while someone gets some rather large paper bags and some pencils, or preferably crayons. Color means nothing. Some chasing music please.

Music: I'm Always Chasing Rainbows. (1 minute)

The size of the group makes the difference here how many perform in the first show. This is what we do. A large paper bag is placed over the head of the "artists". Each one is given a pencil or crayon. Their task is to outline their features on the front of the bag - eyes, eyebrows, nose, mouth (smiling) and ears. Each member of the group should at some time or other be an artist.

Looks as if I will have to leave you now, but here is the thought for the week.

The bow that's always bent will quickly break,
But if unstrung 'Twill serve you at your need,
So let the mind some relaxation take
To come back to its task with fresher heed.

That is from Phoebus' Fables Book III,
Fable 14, and holds a rather nice thought.
Goodnight family.

Annc. You have been listening to the Family Fun at
Home program, brought to you by station WOSU,
The University station, Ohio State University,
Columbus 10, Ohio.

Music: Fade-out theme - Little Gray House in the
West.

SUMMARY AND CONCLUSION

It is one thing to have an idea and it is quite another thing to try to prove that it has any merit. The writer began with the idea that a series of radio programs written expressly for the family to have active recreation in its own home was urgently needed in this country. There were various steps that had to be taken in order to try to prove this need.

First, it was necessary to check many radio sources to determine what had previously been done in this field. The research disclosed a total lack of this type of program. The next step was to check with radio people themselves about the lack of this type of program.

How, then, to approach the problem? How was it possible to provide the background that would show the need for this type of program? A plan of action finally evolved. It seemed prudent to go back to the beginnings of recreation and bring out its increasing importance in the lives of people throughout the years. Next, it was necessary to list all of the available forms of recreation with reference to their influence on the family. It was found that radio was becoming an increasing factor in the leisure time activity of the family group. Here, it seemed, was the time to

develop a bit of the history of radio and its use in educational programs designed to control and guide types of materials for the listening audience. As this is being written, WOSU, the Ohio State University Station has announced a new series of programs for adults, called the Twilight Radio School of the Air. These programs will be given as courses on certain subjects and the listener may obtain college credit for listening if he can successfully show his knowledge of the material presented at the end of a certain time. All of these new things in radio are vastly aiding education.

To continue with the solution of the problem, it seemed the next and final step was to bring together all of the factors connected with the problem. How was it possible to use radio programs to bring recreational activities to the family group in its own home? The scripts included in this study were written with special reference to providing fun and relaxation for the family group in its home; not to take the place of other recreational activities by any means, but rather, as an aid to family groups or others who might not have access to recreational facilities.

The reactions of four or five family groups and radio authorities at WOSU to the recreation at home

idea has established the service value that such programs would have. It is only hoped that the idea will be developed thoroughly in the future and that home recreation by radio will become an integral part of our culture.

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